



**Oxclose Nursery School  
School Improvement Plan  
2020 - 2021**

## Effectiveness of Leadership and Management

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>To continue to ensure that safeguarding is effective.</p>	<ul style="list-style-type: none"> <li>- Virtual Weekly meetings between Executive Headteacher (EHT) and Head of Nursery (HN).</li> <li>- Monthly review of registration attendance data.</li> <li>- Virtual Monthly meeting with SENCO and key workers to identify pupils who may be at risk and discuss ongoing safeguarding cases.</li> <li>- New staff to receive induction and training in Safeguarding.</li> <li>- All staff to have refresher training regarding current safeguarding policies and procedures in September.</li> <li>- Continue SLA with Mandie Spence to ensure that Single Central Record continues to meet all legal requirements.</li> <li>- New governors to undertake relevant safeguarding training.</li> <li>- Minute staff meetings to show where safeguarding updates have been shared with staff.</li> <li>- Consider the implementation of cpoms</li> <li>- Implement new Keeping Children Safe in Education policy in September 2020.</li> <li>- Continue to keep up to date with current covid 19 guidance from the government and county hall.</li> <li>- Monitor, review and adapt as required the new system for children entering and leaving the building safely, due to covid 19 restrictions.</li> <li>- Monitor, review and adapt Covid 19 risk assessment with any changes to government guidance.</li> <li>- Monitor attendance daily, and ring</li> </ul>	<p>Approx.</p>	<p>Designated Lead – Daniel Harrison</p> <p>Designated Lead – Jeanne Taylor</p>	<p>Ongoing</p>	

	<ul style="list-style-type: none"> <li>parents to record reason for child's absence.</li> <li>- Safeguarding for porch</li> <li>- If in full lockdown put procedures in place to track vulnerable via regular phone call, virtual meetings and communication with social workers/health visitors.</li> </ul>				
To ensure that there is a strategic focus of leadership upon teaching and learning.	<ul style="list-style-type: none"> <li>- Regular sampling of assessment evidence collected by key workers.</li> <li>- Monthly meeting to moderate a sample of assessments with key workers.</li> <li>- Termly meeting with EYFS lead from the Primary school to moderate a sample of assessments across reception and nursery.</li> <li>- Staff from the Two's room to be linked up with staff from the Three's room to complete a shared assessment on one child from each age range.</li> <li>- Continue links with outstanding nurseries and primary settings.</li> <li>- SLA for moderation of assessments across the nursery and primary school with EYFS leader and Nursery head.</li> <li>- Kate Gingles review SLA allocation and needs once baseline complete and we know priorities</li> </ul>	£500	<p>JT</p> <p>JT and Key workers</p> <p>JT, A Bowden, Michelle Bowman and Key workers</p>	<p>Autumn Term 2020 Ongoing</p> <p>Autumn Term 2020 and then ongoing</p>	
<b>Target / Outcome</b>	<b>Actions / Strategies to facilitate target</b>	<b>Resources</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Evaluation</b>
Governors to continue to hold leaders to account.	<ul style="list-style-type: none"> <li>- Governors to continue to update Governor School Improvement Plan.</li> <li>- Governors to write update for parents.</li> <li>- Termly Full Governing Body Meetings.</li> <li>- Regular committee meetings to give governors the opportunity to work with and challenge key leaders.</li> </ul>		Governors	Ongoing	
To continue to develop the leadership capacity of the Head of	<ul style="list-style-type: none"> <li>- Weekly virtual meeting and regular contact with EHT and HN.</li> <li>- HN to attend Durham County Councils new Headteachers Leadership training.</li> </ul>	£1500	DH and JT	Autumn Term 2020	

Nursery.	<ul style="list-style-type: none"> <li>- HN to work closely with EHT and Head of School on strategic matters.</li> <li>- Continue liaise with outstanding nursery and primary settings to inspire change in provision and share best practice with key workers.</li> <li>- HN to continue to work closely with Mandie Spence to implement new office systems.</li> <li>- Attend half-termly Nursery Headteachers network meetings.</li> </ul>			Ongoing	
To update Nursery website with current information	<ul style="list-style-type: none"> <li>- To give SM time weekly to update the nursery website.</li> <li>- Update the nursery website with current information relevant to this year's cohort.</li> <li>- To gather photographs to update the website.</li> <li>- To investigate the possibility of creating a virtual tour of the nursery for the website.</li> <li>- Continue to update weekly the virtual classroom with new activities that are pitched to the children's ability.</li> <li>-</li> </ul>		SM JT	Autumn Term	
To continue to implement Performance Development for staff.	<ul style="list-style-type: none"> <li>- Continue to implement Performance Development model and reinforce how this links in to data, SIP and OFSTED focuses.</li> <li>- Continue to monitor staff training needs and provide support where needed.</li> <li>- Office staff to work closely with Mandie Spence to implement new office systems.</li> <li>- Leaders from Oxclose Nursery and Ox Close Primary to work together to evaluate practices across both settings – this to take place informally and formally during monitoring weeks.</li> <li>- Training for TR and help children with Speech and Language difficulties.</li> <li>- SP and SM to receive Blast training.</li> </ul>		DH and JT  NG and MS  Termly meetings with staff to review progress against targets.	September 2020  Termly  Ongoing. Termly during monitoring weeks.	

	- SM and JB to be given greater opportunities to work alongside staff in the 3's room.				
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To continue to ensure that pupil premium funding is used effectively to accelerate the progress of disadvantaged children.	<ul style="list-style-type: none"> <li>- Identify EYPP children and their individual needs as soon as possible.</li> <li>- Continue to manage and monitor the progress of Pupil Premium children.</li> <li>- Implement EYPP intervention groups as soon as the children and their needs are identified.</li> <li>- Provide EYPP children with intervention programmes to develop their speech &amp; language, social interactions and confidence where needed.</li> <li>- Monitor outcomes of intervention through talking to key workers.</li> <li>- Governors to hold senior leaders to account during Curriculum team meetings and Full Governing Meetings.</li> <li>- Parents to be offered virtual meetings/support with Rebekah Bewick for advice and support with behaviour and attendance.</li> </ul>		DH JT and TR  Governors	September 2020  Ongoing	

#### How will we monitor and evaluate this improvement?

- Regular review safeguarding procedures in school and these will be audited by the Safeguarding Governor.
- Headteacher Reports which are linked to the outcomes within the SIP.
- EDP Notes of Visits.
- Governing Body Meetings – minutes.
- Questionnaires – pupils, parents and staff.
- Termly analysis of Pupil Premium Strategy and impact of the spend.
- Performance Development reviews.



	<p>offer if children need to self-isolate at home which will be updated weekly with new activities.</p> <ul style="list-style-type: none"> <li>- To survey parents to find out if they would be able to access remote learning.</li> <li>- To arrange alternative provision for parents who would not be able to access remote learning.</li> </ul>				
To enhance the indoor and outdoor learning environment.	<ul style="list-style-type: none"> <li>- Create triads for staff to monitor provision with half-termly learning walks to ensure that the environment it is providing the correct level of challenge and progression for learning</li> <li>- When planning for change in the environment, discuss with staff the intent and impact of that change.</li> <li>- Continue to liaise virtually outstanding nursery and primary settings to inspire change in provision and share best practice.</li> <li>- Create a language and literacy rich learning environment.</li> <li>- Provide opportunities for staff to have responsibility to plan for and maintain an area within the environment.</li> </ul>	<p>Release Time</p> <p>PPA Time</p> <p>Staff Meetings</p>	<p>JT</p> <p>DH and JT</p> <p>Key workers</p>	<p>September 2020</p> <p>Ongoing</p>	
Continue to develop a curriculum in light of changes to new Ofsted Framework.	<ul style="list-style-type: none"> <li>- Review curriculum plans intent, implementation and impact with staff.</li> <li>- Weekly meetings with keyworkers to plan for children's learning needs.</li> <li>- Continue to plan for skills and progression with key workers during monthly meetings in key areas of learning.</li> <li>- Work closely with the EYFS leader from the primary school to plan for preparing the children for the next stage in their learning (Reception class).</li> <li>- Attend termly EYFS leadership network meetings to discuss curriculum development.</li> <li>- Attend half-termly Nursery Headteachers network meetings.</li> <li>- Share curriculum plan for each area of</li> </ul>	<p>Staff meetings</p> <p>Leadership network meetings</p> <p>Nursery Headteachers network meetings</p>	<p>JT and key workers</p>	<p>Ongoing</p> <p>September 2020</p>	<p>•</p>

	learning with staff, review termly and adapt as necessary.				
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### **How will we monitor and evaluate this improvement?**

- Regular sampling of planning and assessment evidence – JT to have a half termly focus.
- Regular Monitoring Activities – see Monitoring Timetables produced on a termly basis.
- Pupil and Parent Feedback / Questionnaires following parent workshops.
- Staff Feedback.
- Monitoring of attainment and progress termly in nursery.





	address issues and establish strategies. - Monitor attendance daily, and ring parents immediately to record reason for child's absence to ensure that we are aware of any covid like symptoms circulating in nursery.				
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**How will we monitor and evaluate this improvement?**

Monitoring of attainment and progress termly in nursery.

Pupil questionnaires

Parental questionnaires

Weekly monitoring of attendance data.

Staff questionnaires

## Personal Development

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
Continue to develop children's communication and language and life skills.	<ul style="list-style-type: none"> <li>- Continue to implement BLAST programme.</li> <li>- TR to provide intervention programmes for those who have speech and language difficulties.</li> <li>- Ensure children experience a wide variety of books which displays the world in which they live, during story times.</li> <li>- Arrange weekly sessions with Brendon Renwick to improve early literacy and listening skills</li> <li>- Work alongside Ox Close Primary to create language links and share good practice and expertise.</li> <li>- Create a language rich environment which immerses the children in language.</li> <li>- Ensure staff questioning is strong and consistent in all areas of learning by developing key questions and vocabulary for each area of learning during staff meetings.</li> <li>- Use of SLA to assist staff with looking at the progression of communication, language and English skills across EYFS in both settings.</li> <li>- Begin training for and implement Launchpad for Literacy to improve CLL and readiness for learning to read.</li> </ul>	<p style="text-align: center;">Staff Meetings</p> <p style="text-align: center;">Release time for TR</p> <p style="text-align: center;">£300</p> <p style="text-align: center;">EDA Support - £600</p>	JT Keyworkers	Ongoing September 2020	•

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Continue to offer extra-curricular activities to enhance the children's life experiences as soon as it is covid safe.	<ul style="list-style-type: none"> <li>- Review possibilities of weekly visits to the 'Pink Gym' for gymnastic sessions in January.</li> <li>- When it is safe, arrange visits to the local environment i.e. woodland, park, and farm to increase the children's vocabulary and life experiences.</li> <li>- Arrange 'singing and signing' sessions with Jules for the two's group.</li> <li>- Arrange weekly singing sessions with Brendon Renwick for the Three's group.</li> </ul>	<p>School fund contributions</p> <p>£1000</p>	JT Keyworkers	Ongoing September 2020	
Continue to develop the children's personal, social and emotional development (linked to British Values).	<ul style="list-style-type: none"> <li>- Teaching our expectations, boundaries and routines will be a key focus during the first term of nursery.</li> <li>- Plan group time sessions to teach the children turn taking in conversations and activities.</li> <li>- Ensure that all children have a 'voice' by providing speech and language intervention groups to children who need support.</li> <li>- Ensure that all children have a 'voice' by providing small intervention groups for those who lack confidence in group sessions.</li> <li>- Arrange BLAST intervention groups to teach and turn taking and to listen to others talking.</li> <li>- Key workers will reinforce the importance of children listening to the ideas of peers both during group sessions and during free play sessions.</li> <li>- Meeting time to discuss best practice, how staff demonstrate and teach tolerance, understanding and equality to the children in their care.</li> </ul>	<p>TR release time Intervention</p> <p>Groups with Key Workers</p> <p>Staff Meeting time</p>	JT all Key workers and TR	Ongoing September 2020	

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